

DATED MATERIAL - OPEN IMMEDIATELY

CLOSING DATE: DECEMBER 15, 2000

FISCAL YEAR 2001

APPLICATION FOR NEW GRANTS

**NATIVE HAWAIIAN HIGHER
EDUCATION PROGRAM**

CFDA No. 84.316



International Education and Graduate Programs Service

U.S. Department of Education
Washington, D.C. 20006-8521

NOTE: This application package is not to obtain individual fellowships. Grants are awarded to Native Hawaiian programs which in turn award the individual fellowships. Please see the section entitled “Elementary and Secondary Education Act of 1965” and “Questions and Answers” printed in the application package if you are a student.

NATIVE HAWAIIAN HIGHER EDUCATION PROGRAM FY 2001 GRANTS

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All Federal Forms can be downloaded from Department of Education website. The address is: <http://www.ed.gov/offices/OPE/HEP/iegps/hawaiian.html>

The following Federal Forms are required for all Native Hawaiian Higher Education Grant Applications:

- Application for Federal Assistance (SF424);
- Budget Form (524); Assurances;
- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements
- Certifications Regarding Debarment, Suspension and Other Voluntary Exclusion – Lower Tier Covered Transactions

Copies of the **Technical Review Forms**, are also available on the website.

Dear Applicant:

Thank you for your interest in the **Native Hawaiian Higher Education (NHHEP)** program. Included in this application booklet are the program introduction, instructions and forms needed to submit a complete application package to the U.S. Department of Education.

The NHHEP program provides grants up to 48 months for baccalaureate and post-baccalaureate fellowship assistance to Native Hawaiian students. Eligible applicants are Native Hawaiian educational organizations or educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language.

A program officer is available to provide technical assistance if you have any questions after reviewing the application booklet. Please refer to the introduction that follows for the name and telephone number of the contact person.

As a result of frequent requests, we have included in this application booklet the technical review forms used to evaluate your application.

We look forward to receiving your application and appreciate your efforts to promote excellence in international education.

Best regards,

Claudio R. Prieto
Deputy Assistant Secretary
for Higher Education Programs

DEPARTMENT OF EDUCATION

APPLICATIONS FOR NEW AWARDS

CFDA No.: 84.316 Native Hawaiian Higher Education Program

Purpose of Program: To provide direct grants for a program of baccalaureate and post-baccalaureate fellowship assistance to Native Hawaiian students. Program activities may include--(a) full or partial fellowship support for Native Hawaiian students enrolled at two-or four-year degree-granting institutions of higher education with awards to be based on academic potential and financial need; (b) full or partial fellowship support for Native Hawaiian students enrolled at postbaccalaureate degree-granting institutions of higher education with priority given to providing fellowship support for professions in which Native Hawaiians are under represented and with fellowship awards to be based on academic potential and financial need; © counseling and support services for students receiving fellowship assistance under this program; (d) college preparation and guidance counseling at secondary school level for students who may be eligible for fellowship support under this program; (e) appropriate research and evaluation of the activities authorized under this program; and (f) implementation of faculty development programs for the improvement and matriculation of Native Hawaiian students.

Eligible Applicants: Native Hawaiian private nonprofit educational organizations or educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language are eligible, as defined in Section 9212 of the Elementary and Secondary Education Act.

Applicable Regulations: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, 86 and 99. There are no program-specific regulations for this program. The authorizing statute for this program is the Native Hawaiian Higher Education Program under sections 9206 and 9212 of the Elementary and Secondary Education Act.

Selection Criteria: In evaluating applications for grants under this program, the Secretary uses EDGAR selection criteria in 34 CFR 75.209 and 75.210. These selection criteria are printed in this application.

Applications available: 11/01/2000

Deadline date: 12/15/2000

Deadline for intergovernmental review: 02/13/2001

Estimated range of awards: \$600,000 to \$1,400,000

Estimated average size of awards: \$900,000

Estimated number of awards: 2-4

Project Period: Up to 48 months

Note: The estimated amount of funds available for awards under this competition is based on the Administration request for Fiscal Year 2001. The actual level of funding, if any, is contingent on final congressional action. The Department of Education is not bound by any of these estimates.

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

AS REAUTHORIZED BY PUBLIC LAW 103-382, OCTOBER 20, 1994

20 USC 7905 SEC. 9206. NATIVE HAWAIIAN HIGHER EDUCATION PROGRAM.

(a) GENERAL AUTHORITY --

(1) IN GENERAL -- The Secretary is authorized to make direct grants to Native Hawaiian educational organizations or educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language, to enable such organizations or entities to provide a program of baccalaureate and post-baccalaureate fellowship assistance to Native Hawaiian students.

(2) ACTIVITIES -- Such program may include —

(A) full or partial fellowship support for Native Hawaiian students enrolled at two-or four-year degree granting institutions of higher education with awards to be based on academic potential and financial need; and

(B) full or partial fellowship support for Native Hawaiian students enrolled at post-baccalaureate degree granting institutions of higher education with priority given to providing fellowship support for professions in which Native Hawaiians are underrepresented and with fellowship awards to be based on academic potential and financial need;

(C) counseling and support services for students receiving fellowship assistance under paragraph (1);

(D) college preparation and guidance counseling at the secondary school level for students who may be eligible for fellowship support pursuant to subsection (a)(2)(A);

(E) appropriate research and evaluation of the activities authorized by this section; and

(F) implementation of faculty development programs for the improvement and matriculation of Native Hawaiian students.

(b) SPECIAL CONDITIONS REQUIRED — For the purpose of fellowships awarded under subsection (a), fellowship conditions shall be established whereby fellowship recipients obtain an enforceable contract obligation to provide their professional services, either during the fellowship period or upon completion of a baccalaureate or post-baccalaureate degree program, to the Native Hawaiian community.

(c) SPECIAL RULE.— No policy shall be made in implementing this section to prevent a Native Hawaiian student enrolled at an accredited two- or four-year degree granting

institution of higher education outside of the State of Hawaii from receiving a fellowship pursuant to subsections (a) and (b) of this section.

(d) ADMINISTRATIVE COSTS.— Not more than 7 percent of the funds appropriated to carry out the provisions of this section for any fiscal year may be used for administrative purposes.

(e) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated \$2,000,000 for fiscal year 1995, and such sums as may be necessary for each of the four succeeding fiscal years, to carry out this section. Funds appropriated under the authority of this subsection shall remain available until expended.

SEC. 9212. DEFINITIONS.

For the purposes of this part—

(1) The term “Native Hawaiian” means any individual who is -- (A) a citizen of the United States; and (B) a descendant of the aboriginal people, who prior to 1778, occupied and exercised sovereignty in the area that now comprises the State of Hawaii, as evidenced by—

(i) genealogical records;
(ii) Kupuna (elders) or Kamaaina (long-term community residents) verification; or (iii) certified birth records.

(2) The term “Native Hawaiian education organization” means a private non-profit organization that— (A) serves the interests of Native Hawaiians; (B) has Native Hawaiians in substantive and policy-making positions within the organization; (C) has demonstrated expertise in the education of Native Hawaiian youth; and (D) has demonstrated expertise in research and program development.

(3) The term “Native Hawaiian Organization” means a private nonprofit organization that— (A) serves the interests of Native Hawaiians; (B) has Native Hawaiians in substantive and policy-making positions within the organization; and (C) is recognized by the Governor of Hawaii for the purpose of planning, conducting, or administering programs (or portions of programs) for the benefit of Native Hawaiians.

(4) The term “Native Hawaiian language” means the single Native American language indigenous to the original inhabitants of the State of Hawaii.

(5) The term “Office of Hawaiian Affairs” means the Office of Hawaiian Affairs established by the Constitution of the State of Hawaii.

(6) The term “Native Hawaiian community-based organization” means any organization which is composed primarily of Native Hawaiians from a specific community

and which assists in the social, cultural and educational development of Native Hawaiians in that community.

USEFUL QUESTIONS AND ANSWERS

Q: What is the Native Hawaiian Higher Education Program?

A: The Native Hawaiian Higher Education Program is designed to provide a program of baccalaureate and post-baccalaureate fellowship assistance to Native Hawaiian students.

Q: Whom do I contact for further information?

A: Susanna Easton (202) 502-7628. Email: Susanna_Easton@ed.gov
Gail Holdren (202)502-7691. Email: Gale_Holdren@ed.gov

Q: When will the next competition be held?

A: The deadline for this program cycle is December 15, 2000. This program cycle will be funded for four years. The next competition will be held four years from the current deadline.

Q: What activities are allowed in a program of baccalaureate and post-baccalaureate fellowship assistance?

A: In addition to providing fellowship assistance to eligible students, a project may also do the following:

- provide counseling and support services to fellowship recipients;
- provide college preparation and guidance counseling services at the secondary school level to Native Hawaiians who may be eligible for fellowship support after graduation from high school;
- conduct appropriate research and evaluation of the allowable activities authorized by this program; and
- implement faculty development program(s) for the improvement and matriculation of Native Hawaiian students.

Q: Who is eligible to apply?

A: Native Hawaiian educational organizations or other educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language are eligible.

Q: Who is eligible to receive a fellowship?

A: Native Hawaiian students enrolled at two- or four-year degree granting institutions of higher education **and** Native Hawaiian students enrolled at post-baccalaureate degree granting institutions of higher education.

NOTE: For Native Hawaiian students enrolled in post-baccalaureate studies, priority will be given to providing fellowship support for professions in which Native Hawaiians are underrepresented.

Q: How does one apply for a fellowship?

A: **Fellowships are not awarded directly to the students from the Department of Education. Fellowships are awarded through the institutions that receive the grants for the Department of Education.** You can receive a fellowship award even if you do not attend a school in Hawaii, but you must qualify as a Native Hawaiian as defined in the law that applies to this program.

You should apply at the financial aid office of the institution of higher education you are attend or plan to attend. You can contact the program officer in the Department of Education for the names of the institutions that have the “Native Hawaiian” grants. These schools will coordinate the level of financial assistance with the institutions that you attend.

Q: How are fellowships awarded?

A: Fellowships are awarded to Native Hawaiian students based on academic potential and financial need.

Q: What conditions must a fellow meet?

A: A recipient of a Native Hawaiian Higher Education Program fellowship **must** enter into an enforceable contract obligation with the degree-granting institution of higher education to provide professional services, either during the fellowship period or upon completion of a baccalaureate or post-baccalaureate degree program, to the Native Hawaiian community.

INSTRUCTIONS FOR THE APPLICATION NARRATIVE

The narrative section of the application should provide:

1. A two-page abstract.
2. Evidence that the applicant meets the definition of “Native Hawaiian education organization or educational entity” in section 9212 of the Elementary and Secondary Education Act.
3. A narrative section that responds to the appropriate selection criteria in the order in which these criteria appear. The selection criteria are printed below.
4. When you address the selection criteria, be sure to include a description of the programs or programs of baccalaureate and post-baccalaureate fellowship assistance for which you will award fellowships. Such fellowships may be in state or out-of-state. Include a description of the process you will use to identify and recruit Native Hawaiian students who show academic potential and who are financially needy. Include estimated number of students at each academic level you plan to serve, and an estimate of average costs.
5. Include information on how your program will comply with the Government Performance and Results Act (GPRA). This document is attached. You need only respond to those items which are relevant to your proposed project. This information could be incorporated into various aspects of your narrative and budget sections, and, in particular, in the section dealing with program evaluation. Applicants should also be cognizant of the requirements of section 427 of the General Education Provisions Act included in this package.
6. Assurances that the applicant will—
 - (i) award all fellowships based on academic potential and financial need;
 - (ii) ensure that all fellows maintain good academic standing;
 - (iii) for post-baccalaureate students only, give priority to Native Hawaiian students whose chosen area of study is in a profession in which Native Hawaiians are underrepresented, and;
 - (iv) require each student receiving a fellowship to enter into an enforceable contract obligation (with you the applicant) to provide their professional services, either during the fellowship period or upon completion of a baccalaureate or post-baccalaureate degree program, to the Native Hawaiian community.

SELECTION CRITERIA

(34 CFR 75.210)

The Native Hawaiian Higher Education Program currently has no program regulations. Therefore, the Secretary will review applications using the Education Department General Administrative Regulations (EDGAR) selection criteria under 34 CFR 75.210. These final regulations were effective April 7, 1997 as published in the **Federal Register**, Vol. 62, No. 44, Thursday, March 6, 1997.

The total maximum score for the criteria is 100 points. The maximum score for each criterion is indicated in parenthesis.

(a) Need for Project (15 points)

- (1) The Secretary considers the need for the proposed project.
- (2) In determining the need for the proposed project, the Secretary considers the following factors—
 - (i) the magnitude of the need for the services to be provided or the activities to be carried out by the proposed project;
 - (ii) the extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals; and
 - (iii) the extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

(b) Quality of the Project Design (20 points)

- (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the following factors—
 - (i) the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;

- (ii) the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs;
- (iii) the extent to which the proposed project represents an exceptional approach for meeting the statutory purposes and requirements;
- (iv) the extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources; and
- (v) the extent to which fellowship recipients or other project participants are to be selected on the basis of academic excellence.

(c) Quality of the Management Plan (10 points)

- (1) The Secretary considers the quality of the management plan for the proposed project.
- (2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors—
 - (i) the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing projects tasks; and
 - (ii) the extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(d) Quality of Project Services (25 points)

- (1) The Secretary considers the quality of the services to be provided by the proposed project.
- (2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are member of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

- (3) In addition, the Secretary considers the following factors—
- (i) the extent to which the services to be provided by the proposed project are appropriate to the need of the intended recipients and beneficiaries of those services;
 - (ii) the likely impact of the services to be provided by the proposed project on the intended recipients of those services; and
 - (iii) the extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(e) Quality of Project Personnel (10 points)

- (1) The Secretary considers the quality of the personnel who will carry out the proposed project.
- (2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- (3) In addition, the Secretary considers the following factors—
- (i) the qualifications, including relevant training and experience, of the project director or principal investigator; and
 - (ii) the qualifications, including relevant training and experience, of key project personnel.

(f) Adequacy of resources (10 points)

- (1) The Secretary considers the adequacy of resources for the proposed project.
- (2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors—
- (i) the adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization.

(ii) the extent to which the budget is adequate to support the proposed project; and

(iii) the extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(g) Quality of the Project Evaluation (10 points)

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors—

(i) the extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;

(ii) the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible; and,

(iii) the extent to which the methods of evaluation will provide timely guidance for quality assurance.

Notice to Applicants:
The Government Performance and Results Act (GPRA)

What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the Department of Education Responded to the GPRA Requirements?

As required by GPRA, the Department of Education has prepared a strategic plan for 1998-2002. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

- Goal 1: Help all students reach challenging academic standards so that they are prepared for responsible citizenship; further learning, and productive employment.*
- Goal 2: Build a solid foundation for learning all children.*
- Goal 3: Ensure access to postsecondary education and lifelong learning.*
- Goal 4: Make the Department of Education a high performance organization by focusing on results, service quality, and customer satisfaction.*

The Performance indicators for the Native Hawaiian Higher Education Program are part of this plan. They are printed in the back of this booklet.

Native Hawaiian Education Program Performance Indicators

Goal: To assist the Native Hawaiian population achieve to challenging standards through supporting supplemental programs that meet their unique needs.

Relation of Program to Volume 1, Department-wide Objectives: The Education for Native Hawaiians program supports objectives 1.1 and 2.4 of the Department's Strategic Plan. The program provides assistance for educational services that meet the special needs of Native Hawaiian children and families so that these children can learn to high standards.

Indicators and Targets	Performance Data	Assessment of Progress	Sources and Data Quality
Objective 1: Native Hawaiian students will enter school ready to learn and achieve to high standards.			
1.1 Children's school readiness. Increasing percentages of Native Hawaiian children will improve on measures of school readiness and literacy.	<p>Actual Performance</p> <p>In 1997-98, approximately, 3,000 Native Hawaiian students participated in curriculum and instructional programs supported by the program.</p> <p>Performance Targets</p> <p>1999: continuing increase 2000: continuing increase 2001: continuing increase</p>	<p>Status:</p> <p><i>No 1999 data but progress toward target is likely.</i></p> <p>Explanation:</p> <p><i>The program performance indicators were included in the application package for new grantees in 1999. The seven 1999 program grantees are expected to report progress on these indicators in FY 2000 annual performance reports.</i></p>	<p>Source:</p> <p>Grantee performance reports, 1999. <i>Frequency: annual</i> <i>Next Update: 2000</i></p> <p>Validation Procedure:</p> <p>Data supplied by Grantees. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvement:</p> <p><i>The currently available measures of performance do not measure the quality of the program or student outcomes.</i></p>
Objective 2 Teachers will receive training and have access to instructional resources that meet the unique educational needs of Native Hawaiian students.			
2.1 Professional development. The number of teachers of Native Hawaiian students who will be prepared to address Native Hawaiians unique needs will increase each year.	<p>Actual Performance</p> <p><i>In 1997-98 500 teachers participated in professional development activities to address the needs of Native Hawaiian students.</i></p> <p>Performance Targets</p> <p>1999: continuing increase 2000: continuing increase 2001: continuing increase</p>	<p>Status:</p> <p>No 1999 data but progress toward target is likely.</p> <p>Explanation:</p> <p><i>The program performance indicators were included in the application package for new grantees in 1999. The seven 1999 program grantees are expected to report progress on these indicators in FY 2000 annual performance reports.</i></p>	<p>Source:</p> <p>Grantee performance reports, 1999. <i>Frequency: annual</i> <i>Next Update: 2000</i></p> <p>Validation Procedure:</p> <p>Data supplied by Grantees. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvement:</p> <p><i>The currently available measures of performance do not measure the quality of the professional development activities.</i></p>

Native Hawaiian Education Program Performance Indicators

Goal: To assist the Native Hawaiian population achieve to challenging standards through supporting supplemental programs that meet their unique needs.

Relation of Program to Volume 1, Department-wide Objectives: The Education for Native Hawaiians program supports objectives 1.1 and 2.4 of the Department's Strategic Plan. The program provides assistance for educational services that meet the special needs of Native Hawaiian children and families so that these children can learn to high standards.

Indicators and Targets	Performance Data	Assessment of Progress	Sources and Data Quality
Objective 3: Native Hawaiian students will have access to postsecondary education.			
3.1 Undergraduate enrollment and completion. Increasing percentages of Native Hawaiian students will attend and complete postsecondary institutions in comparison with historic trends for the Native Hawaiian population.	<p>Actual Performance</p> <p><i>In 1997-98 Native Hawaiians represented 13% of enrollment in the University of Hawaii System.</i></p> <p>Performance Targets</p> <p>1999: continuing increase 2000: continuing increase 2001: continuing increase</p>	<p>Status:</p> <p>No 1999 data but progress toward target is likely.</p> <p>Explanation:</p> <p><i>The program performance indicators were included in the application package for new grantees in 1999. The seven 1999 program grantees are expected to report progress on these indicators in FY 2000 annual performance reports.</i></p>	<p>Source: Performance report by Kamehameha Schools Bishop Estate, 1998</p> <p><i>Frequency: annual Next Update: 2000</i></p> <p>Validation Procedure:</p> <p>Data supplied by Grantees. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvement:</p> <p><i>No updated data for 1999.</i></p>

Native Hawaiian Education Program

Goal: To assist the Native Hawaiian population achieve to challenging standards through supporting supplemental programs that meet their unique needs.

Relation of Program to Volume 1, Department-wide Objectives: The Education for Native Hawaiians program supports objectives 1.1 and 2.4 of the Department's Strategic Plan. The program provides assistance for educational services that meet the special needs of Native Hawaiian children and families so that these children can learn to high standards.

Key Strategies

Strategies continued from 1999

- ❖ Program staff will share promising models, approaches, and research with Native Hawaiian projects.
- ❖ Program staff will help facilitate networking among schools, Native Hawaiian education organizations, and resource centers to address the needs of Native Hawaiian students.

New or Strengthened Strategy(s)

- ❖ Program included performance indicator measures in the grantee applications for 1999 so that high-quality data can be collected on this program from future grantee reports.
- ❖

How This Program Coordinates with Other Federal Activities

- ❖ Program staff will share information on effective parent involvement models and approaches from Title I and other Department of Education programs.
- ❖ Program will work with OPE to provide information on counseling, support services, and other promising activities that meet the needs of at-risk students and encourage their inclusion in postsecondary programs.

Challenges to Achieving Program Goal

- ❖ This is a small program that serves a small percentage of the target population.

Indicators that have been Adjusted or Dropped since the 1999 Plan

1.2 Challenging Curriculum. Increasing numbers of native Hawaiian students will participate in challenging, culturally-based curriculum and instructional programs. The outcome indicator 1.1 is a better measure for program quality. This indicator only measures participation levels.

Notice to All Applicants

Guidance on Section 427 of GEPA

Thank you for your interest in these programs. The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants competing for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants competing for new grant awards under this program. All applicants competing for new awards must include information in their applications to address this new provision in order to receive funding under this program.

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc., from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651.

INSTRUCTIONS FOR THE BUDGET NARRATIVE

Applicants must complete ED Form 524 “U.S. Department of Education Budget Form”. which can be found in the back of this application package. Following this budget form, using plain bond paper, please append a detailed budget narrative for the proposed budget for **each of the four years** for which you are requesting funding. Describe in detail the method of calculation used to arrive at all requested dollar amounts. Itemize and explain proposed costs for all program activities. Describe the need for the proposed budget items and how they relate to the purposes of the program.

The legislation stipulates a maximum of 7% for administrative costs. Indirect costs (line 10 of the ED budget form) is limited to 8% of total direct costs. There is no matching requirement in the law, so the applicant does not need to complete section B of the ED budget form.

PLEASE NOTE: The applicant is to determine the amount and duration of the fellowships based on each individual's financial need. The maximum duration of any one fellowship should not exceed 60 months.

The ED budget form and all other forms with accompanying instructions are found in the back of the application package, or for persons using our website, are linked to this application package on the web.

Application Transmittal Instructions

An application for an award must be mailed or hand delivered by the closing date.

Applications Delivered by Mail

An application sent by mail must be addressed to:

U.S. Department of Education
Application Control Center

Attention: CFDA Number 84.316

400 Maryland Avenue, S.W.
Washington, D.C. 20202-4725

An Application must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service Postmark
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the U.S. Secretary of Education.

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

An applicant is encouraged to use registered or at least first class mail.

Each late applicant will be notified that its application will not be considered.

Applications delivered by Hand/Courier Service

An application that is hand delivered must be taken to:

U.S. Department of Education
Application Control Center
Room 3633
Regional Office Building 3
7th & D Streets, S.W.
Washington, D.C. 20202-4725

The Application Control Center will accept deliveries between 8:00 a.m. and 4:30 p.m. (Washington, D.C.) daily, except Saturdays, Sundays and Federal holidays.

Individuals delivering applications must use the D Street entrance. Proper identification is necessary to enter the building.

In order for an application sent through a Courier Service to be considered timely, the Courier Service must be in receipt of the application on or before the closing date.

Intergovernmental Review of Federal Programs

This appendix applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included in this appendix.

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# [commenter must insert number--including suffix letter, if any], U.S. Department of Education, room 6213, 400 Maryland Avenue, SW., Washington, DC 20202-0124.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in the actual application notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.

STATE SINGLE POINTS OF CONTACT

Note: In accordance with Executive Order #12372, this listing represents the designated State Single Points of Contact. Because participation is voluntary, some States and Territories no longer participate in the process. These include: Alabama, Alaska, American Samoa, Colorado, Connecticut, Hawaii, Idaho, Kansas, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, and Washington.

The jurisdictions not listed no longer participate in the process. However, an applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a State Single Point of Contact.

ARIZONA

Ms. Joni Saad
Arizona State Clearinghouse
3800 N. Central Avenue
Fourteenth Floor
Phoenix, Arizona 85012
Telephone: (602) 280-1315
jonis@ep.state.az.us

ARKANSAS

Mr. Tracy L. Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
Department of Finance and Administration
1515 W. 7th Street, Room 412
Little Rock, Arkansas 72203
Telephone: (501) 682-1074
FAX: (501) 682-5206
tlcopeland@dfa.state.ar.us

CALIFORNIA

Grants Coordinator
State Clearinghouse
Office of Planning & Research
1600 Ninth Street, Room 250
Sacramento, California 95814
Telephone: (916) 323-7480
FAX: (916) 323-3018
No e-mail address

DELAWARE

Ms. Francine Booth
State Single Point of Contact
Executive Department
Office of the Budget
540 S. Dupont Highway
Suite 5
Dover, Delaware 19903
Telephone: (302) 739-3326
FAX: (302) 739-5661
fbooth@state.de.us

DISTRICT OF COLUMBIA

Mr. Ron Seldon
State Single Point of Contact
Office of Grants Mgmt. & Development.

FLORIDA

Florida State Clearinghouse
Department of Community Affairs
22740 Centerview Drive
Tallahassee, Florida 32399-2100
Telephone: (904) 922-5438
FAX: (904) 487-2899
(602) 280-8144 Contact: Ms. Cherie Trainor
Telephone: (850) 414-5495
cherie.trainor@dca.state.fl.us

GEORGIA

Ms. Deborah Stephens
Coordinator
Georgia State Clearinghouse
270 Washington Street, S.W. - 8th Floor
Atlanta, GA 30334
Telephone: (404) 656-3855
Telephone: (404) 656-3855
FAX: (404) 656-7901
ssda@mail.opb.state.ga.us

ILLINOIS

Ms. Virginia Bova, Single Point of Contact
Illinois Department of Commerce and
Community Affairs
James R. Thompson Center
100 West Randolph, Suite 3-400
Chicago, IL 60601
Telephone: (312) 814-6028
FAX: (312) 814-1800

INDIANA

Ms. Frances Williams
State Budget Agency
212 State House
Indianapolis, Indiana 46204-2796
Telephone: (317) 232-2972
FAX: (317) 233-3323
No e-mail address

IOWA

Mr. Steven R. McCann
Division for Community Assistance
Iowa Department of Economic
Development

717 14th Street, N.W. - Suite 400
Washington, D.C. 20005
Telephone: (202) 727-6537
FAX: (202) 727-1617
rseldon-ogmd@dcgov.org

KENTUCKY

Mr. Kevin J. Goldsmith, Director
Sandra Brewer, Executive Secretary
Intergovernmental Affairs
Office of the Governor
700 Capitol Avenue
Frankfort, Kentucky 40601
Telephone: (502) 564-2611
FAX: (502) 564-0437
kgoldmkgosmith@mail.state.ky.us
Sbrewer@mail.state.ky.us

MAINE

Ms. Joyce Benson
State Planning Office
184 State Street
38 State House Station
Augusta, Maine 04333
Telephone:
FAX: (207) 287-6489
joyce.benson@state.me.us

MARYLAND

Ms. Linda Janey
Manager, Plan & Project Review
Maryland Office of Planning
301 W. Preston Street - Room 1104
Baltimore, Maryland 21201-2365
Staff Contact: Linda Janey
Telephone: (410) 767-4490
FAX: (410) 767-4480
linda@mail.op.state.md.us

MICHIGAN

Mr. Richard Pfaff
Southeast Michigan Council of Governments
660 Plaza Drive - Suite 1900
Detroit, Michigan 48226
Telephone: (313) 961-4266
FAX: (313) 961-4869
pfaff@semcog.org

MISSISSIPPI

Ms. Cathy Mallette
Clearinghouse Officer
Department of Finance and Administration
550 High Street
303 Walters Sillers Building
Jackson, Mississippi 39302-3087
Telephone: (601) 359-6762
FAX: (601) 359-6758

200 East Grand Avenue
Des Moines, Iowa 50309
Telephone: (515) 242-4719
FAX: (515) 242-4809
steve.mccann@ided.state.ia.us

MISSOURI

Ms. Lois Pohl
Federal Assistance Clearinghouse
Office of Administration
P.O. Box 809
Jefferson Building, 9th Floor
Jefferson City, Missouri 65102
Telephone: (314) 751-4834
FAX: (314) 751-7819
No e-mail address

NEVADA

Department of Administration
State Clearinghouse
209 E. Musser Street, Room 220
Carson City, Nevada 89710
Telephone: (702) 687-4065
FAX: (702) 687-3983
(207) 287-3261 Contact: Ms. Heather Elliot
Telephone: (702) 687-6367
helliott@govmail.state.nv.us

NEW HAMPSHIRE

Mr. Jeffrey H. Taylor
Director, New Hampshire Office of State Planning
Attn: Intergovernmental Review Process
Mike Blake
2 ½ Beacon Street
Concord, New Hampshire 03301
Telephone: (603) 271-2155
FAX: (603) 271-1728
No e-mail address

NEW MEXICO

Mr. Nick Mandell
Local Government Division
State Budget Division
Bataan Memorial Building, Room 201
Santa Fe, New Mexico 87503
Telephone: (505) 827-3640
FAX: (505) 827-4984
No e-mail address

NEW YORK

New York State Clearinghouse
Division of the Budget
State Capitol
Albany, New York 12224
Telephone: (518) 474-1605
FAX: (518) 486-5617

NORTH CAROLINA

Ms. Jeanette Furney
 North Carolina Department
 of Administration
 116 West Jones Street - Suite 5106
 Raleigh, North Carolina 27603-8003
 Telephone: (919) 733-7232
 FAX: (919) 733-9571
jeanette_furney@mail.doa.state.nc.us

NORTH DAKOTA

North Dakota Single Point of Contact
 Office of Intergovernmental Assistance
 600 East Boulevard Avenue
 Department 105
 Bismarck, North Dakota 58505-0170
 Telephone: (701) 224-2094
 FAX: (701) 224-2308
 No e-mail address

RHODE ISLAND

Mr. Kevin Nelson
 Review Coordinator
 Department of Administration
 Division of Planning
 One Capitol Hill, 4th Floor
 Providence, Rhode Island 02908-5870
 Telephone: (401) 222-2280
 FAX: (401) 277-2083
 No e-mail address

SOUTH CAROLINA

Ms. Omeagia Burgess
 State Single Point of Contact
 Budget and Control Board
 Office of the State Budget
 1122 Ladies Street - 12th Floor
 Columbia, South Carolina 29201
 Telephone: (803) 734-0494
 FAX: (803) 734-0645
 No e-mail address

TEXAS

Mr. Tom Adams
 Governors Office
 Director, Intergovernmental Coordination
 P.O. Box 12428
 Austin, Texas 78711
 Telephone: (512) 463-1771
 FAX: (512) 463-2681
tadams@governor.state.tx.us

UTAH

Carolyn Wright
 Utah State Clearinghouse
 Office of Planning and Budget
 State Capitol, Room 116
 Salt Lake City, Utah 84114

WEST VIRGINIA

Mr. Fred Cutlip, Director
 Community Development Division
 W. Virginia Development Office
 Building #6, Room 553
 Charleston, West Virginia 25305
 Telephone: (304) 558-4010
 FAX: (304) 558-3248
fcutlip@wvdo.org

WISCONSIN

Mr. Jeff Smith
 Section Chief, State/Federal Relations
 Wisconsin Department of Administration
 101 East Wilson Street - 6th Floor
 P.O. Box 7868
 Madison, Wisconsin 53707
 Telephone: (608) 266-0267
 FAX: (608) 267-6931
sjt@mail.state.wy.us

WYOMING

Ms. Sandy Ross
 State Single Point of Contact
 Department of Administration and Information
 2001 Capitol Avenue, Room 214
 Cheyenne, WY 82002
 Telephone: (307) 777-7446
 FAX: (307) 632-3909
sross1@missc.state.wy.us

TERRITORIES**GUAM**

Mr. Joseph Riviera, Acting Director
 Bureau of Budget and Management Research
 Office of the Governor
 P.O. Box 2950
 Agana, Guam 96910
 Telephone: (671) 475-9411 or 9412
 FAX: (671) 472-2825
 No e-mail address

PUERTO RICO

Mr. Jose Caballero-Mercado, Chairman
 Puerto Rico Planning Board
 Federal Proposals Review Office
 Minillas Government Center
 P.O. Box 4119
 San Juan, Puerto Rico 00940-1119
 Telephone: (809) 727-4444 / (809) 723-6190
 FAX: (809) 724-3270 / (809) 724-3103

NORTH MARIANA ISLANDS

Mr. Alvaro A. Santos, Executive Officer
 Office of Management and Budget
 Office of the Governor
 Saipan, MP 96950
 Telephone: 670) 664-2256

Telephone: (801) 538-1535
FAX: (801) 538-1547
cwright@state.ut.us

FAX: (670) 664-2272
Contact: Ms. Jacoba T. Seman
Federal Programs Coordinator
Telephone: (670) 664-2289
FAX: (670) 664-2272

VIRGIN ISLANDS

Mr. Nellon Bowry
Director, Office of Management and Budget
2nd Floor, 41 Noregade Emancipation Garden
Saint Thomas, VI 00802
Contact: Ms. Linda Clarke
Telephone: (809) 774-0750
FAX: (809) 776-0069

**Important Notice to Prospective Participants in U.S. Department of Education
Contract and Grant Programs**

Grants

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these reasons, ED must set strict deadlines for all grant applications. Prospective applicants can avoid disappointment if they understand that.

**FAILURE TO MEET A DEADLINE WILL MEAN THAT AN APPLICATION WILL BE
REJECTED WITHOUT ANY CONSIDERATION WHATEVER.**

The rules, including the deadline, for applying for each grant are published, individually, in the **Federal Register**. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9371. (Send Check or money order only, no cash or stamps).

The instruction in the **Federal Register** must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Department of Education
Application Control Center
Washington, D.C. 20202-4725

Contracts

Competitive procurement actions undertaken by ED are governed by the Federal Procurement Regulations and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offers are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offers are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contract Specialist identified on the fact page of the RFP.

Offers are judged in competition with others and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for \$208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations , Chapter 1 (49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402-9371

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may, therefore, receive more than one notice, If you do, we apologize for any annoyance it may cause you.

APPLICATION CHECKLIST

Does your application include the following?

_____ Cover Page (SF 424)

_____ Budget Form (ED Form 524)

_____ Itemized Budget and other budget information

_____ Project Abstract

_____ Program Narrative which includes responses to selection criteria

_____ Assurances and Certifications

- ☐ A Certification of Eligibility Consisting of a Statement of how your Legal Status meets the Eligibility Requirement
- ☐ Assurance – Non-construction Programs
- ☐ Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters; and Drug-Free Workplace requirements.
- ☐ Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- ☐ Disclosure of Lobbying Activity

Did you ---

_____ Provide one (1) original plus two (2) copies of the application?

_____ Include all required forms with original signature and dates?

GRANT APPLICATION RECEIPT ACKNOWLEDGEMENT

If you fail to receive the notification of application receipt within 15 days from the closing date call:

U.S. Department of Education

Application Control Center

202-708-9493

